ONTARIO LEADERSHIP STRATEGY

Examples of Completed Forms

PRINCIPAL/VICE-PRINCIPAL PERFORMANCE APPRAISAL • 2010

reach every student

Ontario

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Performance Plan

Example 1

Ministry Priorities
- High levels of student achievement
- Reduced gaps in student achievement
- Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School and Community Characteristics and Circumstances

Input from Teachers, Parents, and Students

- The PPA model is goal-oriented. The performance rating is determined on the basis of the implementation of the Performance Plan, the achievement of the performance goals, and a range of other factors that are taken into consideration.
- The goals set by the principal/vice-principal support the SMART goals identified in the school improvement plan, and the alignment of the two is critical to the overall success of the school.
- The Ontario Leadership Framework (OLF) is a key support for principals/vice-principals in identifying leadership practices and competencies that will assist in the achievement of the goals.

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban elementary school in a low socio-economic area
- 1200 students; staff of 80, 12 of whom are new teachers

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS	STRATEGIES/ACTIONS	PRACTICES AND COMPETENCIES	METHODS AND INDICATORS	RESULTS
1. Lead the instructional program in collaboration with staff to increase the percentage of students achieving at the provincial standard or higher in reading by the end of the year, as identified in the school improvement plan SMART goals.	• Collaborate with staff to gather baseline common assessment data in September and to identify targets based on students' entry achievement levels and previous trend data (e.g., data-walls, database and classroom profiles) • Support staff in consistently monitoring student progress and learning how to modify instructional practices through PLCs • Collaborate with staff to identify and overcome barriers to achieving improved reading assessment results	• Manage the school effectively so that everyone can focus on teaching and learning • Initiate and support an inquiry-based approach to improvement in teaching and learning • Access, analyse, and interpret data • Foster a culture of change • Buffer staff from distractions that detract from student achievement	• Common reading assessment (increased percentage of students achieving at or above the provincial standard) • Survey of staff participating in PLCs (increased use of data to monitor student progress and modify instruction; ability to identify effective practices and to problem solve to overcome barriers) • Classroom visits (effective use of instructional practices that were focused on in PLCs)	• The school improvement plan SMART goal related to increasing the percentage of students achieving at or above the provincial standard in reading by June has been met. • Staff survey results indicate increased use of data to monitor student progress and modify instruction, and increased competence in identifying effective practices and addressing any barriers or obstacles to improvement in reading assessment results. • Classroom observation indicates effective use of the instructional practices that were focused on in PLCs.
2. Support staff in consistently using data to identify achievement gaps and to determine goals for student improvement in reading by the end of the second term (provide additional support for new teachers).	• Lead staff in identifying how to effectively use data to determine student goals • Ensure that new teachers and mentors receive training on data analysis and use of data to identify achievement gaps and determine student goals	• Ensure a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress	• New teacher self-assessment survey (increased level of expertise among new teachers in using data to identify gaps and determine student goals) • Mentor survey (increased perception among mentors that new teachers are using data to identify gaps and determine student goals) • Summary of analysis and identified goals (accuracy of data assessment and gap analysis as well as appropriate student improvement goals)	• Surveys results indicate increased levels of expertise among new teachers in using data to identify achievement gaps and determine student goals in reading. • All new teachers provide accurate assessment of data, accurate gap analysis, and appropriate student improvement goals in reading.

Performance Plan

Example 2

Ministry Priorities
- High levels of student achievement
- Reduced gaps in student achievement
- Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School and Community Characteristics and Circumstances

Input from Teachers, Parents, and Students

- The PPA model is goal-oriented. The performance rating is determined on the basis of the implementation of the Performance Plan, the achievement of the performance goals, and a range of other factors that are taken into consideration.
- The goals set by the principal/vice-principal support the SMART goals identified in the school improvement plan, and the alignment of the two is critical to the overall success of the school.
- The Ontario Leadership Framework (OLF) is a key support for principals/vice-principals in identifying leadership practices and competencies that will assist in the achievement of the goals.

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban secondary school
- 1600 students; staff of 100
- Diverse student population; only a small percentage of students are in a postsecondary pathway

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS	STRATEGIES/ACTIONS	PRACTICES AND COMPETENCIES	METHODS AND INDICATORS	RESULTS
1. Engage with school teams to set directions that will lead to an improvement, by the end of the year, in student achievement in Grade 9 applied mathematics, related to particular curriculum areas in math, as identified in the school improvement plan SMART goals .	• Engage and support Grade 8 and 9 teachers in meeting and discussing the profile of incoming students, with a focus on individual strengths/needs, instructional strategies, and supports • Provide opportunities for Grade 8 and 9 teachers to jointly review school-based assessments, report card data, and provincial assessment results in order to determine and coordinate two or three effective instructional approaches to meet the needs of all students	• Build a shared vision, foster the acceptance of group goals, and set and communicate performance expectations • Initiate and support an inquiry-based approach to improvement in teaching and learning • Use a range of evidence to support, monitor, evaluate, and improve school performance	• Assessment of student achievement in Grade 9 applied mathematics (improved achievement in particular curriculum areas) • EQAO assessment of mathematics (increased positive attitude towards math) • Staff survey (opportunities for collaboration to determine effective instructional approaches ranked successful or highly successful)	• The school improvement plan SMART goal related to increasing student achievement in particular curriculum areas of Grade 9 applied mathematics has been met. • Significant improvement in attitude towards math* is evident from the Grade 9 EQAO assessment of mathematics – e.g., increase in responses "strongly agree" and "agree" for "I like mathematics" and "I am good at mathematics", and in responses "disagree" and "strongly disagree" for "Mathematics is boring". • Staff survey indicates that staff were able to implement effective instructional approaches as a result of opportunities to collaborate.
2. Support staff in implementing TIPS lesson outlines for English language learners by the end of the second semester.	• Provide training to teachers on using TIPS • Engage with teachers through PLCs to focus on working with student samples and assessment data connected with TIPS lesson outlines • Provide opportunities for co-planning, co-teaching, and observation of effective practices	• Challenge thinking and learning of staff to further professional development • Foster a commitment to equity of outcome and to closing the achievement gap	• Classroom visits (increased time using TIPS lesson outlines) • Teacher self-assessment survey (increase in use of TIPS lesson outlines by teachers)	• Classroom observation indicates effective use of TIPS lesson outlines that were agreed on in PLCs. • 60% of teachers have used TIPS "significantly" in their classroom practice; 30% have used TIPS "somewhat.".

* The result "significant improvement in attitude towards math" was not one of the stated objectives of the goal but emerged through the implementation of the goals. This additional result is noteworthy.

Performance Plan

Example 3

Ministry Priorities
- High levels of student achievement
- Reduced gaps in student achievement
- Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School and Community Characteristics and Circumstances

Input from Teachers, Parents, and Students

- The PPA model is goal-oriented. The performance rating is determined on the basis of the implementation of the Performance Plan, the achievement of the performance goals, and a range of other factors that are taken into consideration.
- The goals set by the principal/vice-principal support the SMART goals identified in the school improvement plan, and the alignment of the two is critical to the overall success of the school.
- The Ontario Leadership Framework (OLF) is a key support for principals/vice-principals to identify leadership practices and competencies that will assist in the achievement of the goals.

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Rural elementary school in a depressed area
- 450 students; staff of 30

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS	STRATEGIES/ACTIONS	PRACTICES AND COMPETENCIES	METHODS AND INDICATORS	RESULTS
1. Build a shared vision for high performance expectations and lead the instructional program, in collaboration with staff, to reduce the achievement gap in boys' writing performance by end of year, as identified in the school improvement plan SMART goals.	• Initiate and monitor implementation of writing frameworks • Facilitate implementation of teaching that responds precisely to the strengths/needs of boys • Align the selection/purchase of reading materials with the needs/interests of boys	• Build a shared vision, foster the acceptance of group goals, and set and communicate performance expectations • Access, analyse, and interpret data • Engage the school community in the systematic and rigorous evaluation of school effectiveness • Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school • Demonstrate commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable	• Assessment of boys' writing samples (improvement in quality of samples) • EQAO results (increase in percentage of boys achieving at level 3 in writing)	• The school improvement plan SMART goal related to reducing the achievement gap in boys' writing performance has been met.
2. Engage with staff to increase parent involvement in supporting student literacy by establishing a home reading program in the primary division by March.	• Lead staff in developing a home reading program that incorporates evidence-based practices • Provide information and workshops for parents through the School Council on the role the home plays in enhancing literacy skills • Introduce the reading program to parents	• Apply knowledge and understanding of strategies for improving achievement, and of effective pedagogy and assessment • Apply knowledge and understanding of strategies to encourage parental involvement • Communicate effectively with a diverse range of people, including the public and media	• Data from PLC literacy group (increase in number of books borrowed) • Log of books read on a monthly basis (increase in number of books read) • Parent survey (high parental participation; responses indicating that parents consider the program to be a valuable support)	• Teachers indicate an 85% increase in books borrowed. • 70% increase in number of books read monthly • Parents report that they are engaged and find that the program is having a positive impact on their child's literacy development.

Performance Plan

Example 4

Ministry Priorities
- High levels of student achievement
- Reduced gaps in student achievement
- Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School and Community Characteristics and Circumstances

Input from Teachers, Parents, and Students

- The PPA model is goal-oriented. The performance rating is determined on the basis of the implementation of the Performance Plan, the achievement of the performance goals, and a range of other factors that are taken into consideration.
- The goals set by the principal/vice-principal support the SMART goals identified in the school improvement plan, and the alignment of the two is critical to the overall success of the school.
- The Ontario Leadership Framework (OLF) is a key support for principals/vice-principals to identify leadership practices and competencies that will assist in the achievement of the goals.

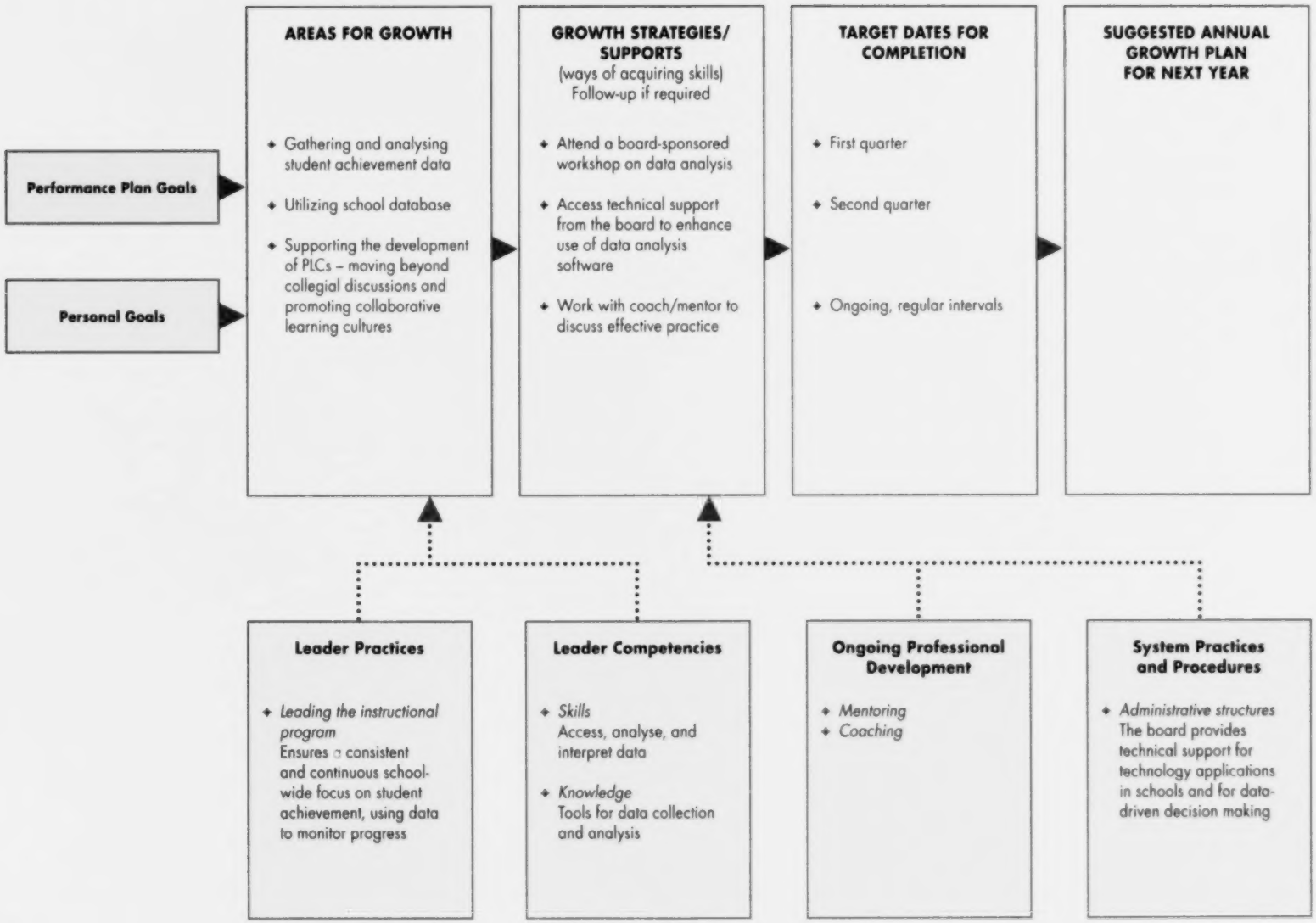
SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban secondary school in a low socio-economic area
- 1200 students; staff of 80
- A growing number of Grade 10 students are failing some of their courses, and this has resulted in an increase in student drop-out rates.

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS	STRATEGIES/ACTIONS	PRACTICES AND COMPETENCIES	METHODS AND INDICATORS	RESULTS
1. Promote a consistent and continuous school-wide focus on student achievement, in collaboration with staff, to raise student achievement in Grades 9 and 10 and thereby increase the number of students earning 16 credits by the end of Grade 10, as identified in the school improvement plan SMART goals.	• Arrange for the Student Success team to provide staff with pass/fail data from the student data warehouse • Engage staff in tailoring instructional and support strategies to needs of students at risk, on the basis of data analysis • Monitor strategy implementation and effectiveness on a monthly basis • Support staff in developing a set of interim measurements of success for each semester and year • Refine instructional and support strategies after taking interim measurements of success	• Create conditions for student success, ensuring that students benefit from a high-quality education • Access, analyse, and interpret data • Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school • Engage the school community in the systematic and rigorous evaluation of school effectiveness	• Pass/fail data for Grade 10 courses (increase in pass rate and decrease in failure rate) • Grade 10 attendance data (increase in student daily attendance) • Teacher survey (increase in perception that student engagement and behaviour have improved) • Student/parent survey – (increase in perception that students are more engaged)	• The school improvement plan SMART goal related to improving student achievement in Grades 9 and 10 has been met. • Grade 10 attendance improved by 15% • Teacher survey indicates improved student engagement and behaviour as a result of implementation of new instructional practices. • Student/parent survey results indicate that students are more engaged.
2. Develop school organization to support focus on student achievement by building a collaborative learning culture.	• Provide time, resources, and training for staff to develop a PLC • Engage with PLCs to develop teachers' skills in: o providing specific feedback to students; o involving students actively in their own learning, o adjusting instruction according to assessment results	• Build a collaborative culture, structure school organization for success, and connect the school to its wider environment • Provide resources in support of curriculum and differentiated instruction • Build a collaborative learning culture within the school	• PLC meetings (scheduled meetings focused on specific skills and practices) • Observations of PLCs (increased knowledge and demonstrated use of skills in the three instructional practices identified under "Strategies and Actions" – providing specific feedback, involving students in their learning, adjusting instruction in response to assessment data)	• PLCs met monthly. • Teachers demonstrate increased knowledge and demonstrated use of shared instructional practices and skills.

Annual Growth Plan

Example


Performance Plan Goals
Personal Goals
AREAS FOR GROWTH
Gathering and analysing student achievement data
Utilizing school database
Supporting the development of PLCs – moving beyond collegial discussions and promoting collaborative learning cultures
GROWTH STRATEGIES/ SUPPORTS
(ways of acquiring skills)
Follow-up if required
Attend a board-sponsored workshop on data analysis
Access technical support from the board to enhance use of data analysis software
Work with coach/mentor to discuss effective practice
TARGET DATES FOR COMPLETION
First quarter
Second quarter
Ongoing, regular intervals
SUGGESTED ANNUAL GROWTH PLAN FOR NEXT YEAR
Leader Practices
Leading the instructional program
Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress
Leader Competencies
Skills
Access, analyse, and interpret data
Knowledge
Tools for data collection and analysis
Ongoing Professional Development
Mentoring
Coaching
System Practices and Procedures
Administrative structures
The board provides technical support for technology applications in schools and for data-driven decision making

Improvement Plan ***Example***

Appraisee

Position (circle one): (Principal) Vice-Principal

Last Name	First Name
Wong	Jason

Appraiser

Position (circle one): (Supervisory Officer) Principal

Last Name	First Name
Nadirah	Said

Name of School	Name of Board
A High School	B District School Board

Appraisal Year

2010–11

Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")	**Explanation of Concern**	**Practices and Competencies Needing Attention** (from the Ontario Leadership Framework)	**Steps to Be Taken** (developed by appraiser in consultation with appraisee)	**Indicators of Success** (developed by appraiser in consultation with appraisee)	**To Be Completed by**
The extent to which the appraisee worked diligently and consistently towards the implementation of the actions identified in the Performance Plan	No evidence that the principal took concrete steps to implement actions	Establish and sustain appropriate structures and systems for effective management of the school	• Provide time, resources, and training for staff to develop PLCs • At workshop session, lead staff in identifying how to use data effectively to determine student learning goals	PLC teams have been established, with meetings scheduled to focus on specifc skills and practices Staff demonstrate an increased level of expertise in using data to identify achievement gaps and to determine student learning goals (as evidenced by data walls in classrooms, use of data spreadsheets etc.)	Within 30 days* of receipt of the improvement plan
The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan	Staff resisted proposed change and principal did not proceed with it	Apply knowledge and understanding of change-management strategies	Attend board workshop on change management; review literature on change management	Evidence that change-management strategies are being applied – sharing of goals, engagement of staff, more participation by staff	Workshop Date: dd/mm/2010 Mobilize staff participation within 45 days* following workshop.

(continued)

Note: The comments provided here are examples only. Actual comments should be relevant to the particular appraisee and the particular context, and will include elements or considerations appropriate to the particular situation.

* Timelines will be decided by the appraiser in consultation with the appraisee and will be based on what is considered a reasonable time for the identified steps to be taken.

Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")	**Explanation of Concern**	**Practices and Competencies Needing Attention** (from the Ontario Leadership Framework)	**Steps to Be Taken** (developed by appraiser in consultation with appraisee)	**Indicators of Success** (developed by appraiser in consultation with appraisee)	**To Be Completed by**
The efforts made by the appraisee to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan	No evidence that the principal has successfully engaged staff in the achievement of goals	Inspire, challenge, motivate, and empower others to carry the vision forward	Develop an engagement strategy for staff; share key goals; create forums for discussion and debate about strategies; enlist support of staff in implementation	Staff members indicate that they feel well-informed and included in plans. A number of staff members have joined an implementation team.	Within 45 days* of receipt of this plan
The actual goals achieved, or not achieved, by the appraisee	None of the goals in the Performance Plan has been achieved	Applies knowledge and understanding of the use of a range of evidence to support, monitor, evaluate, and improve school performance	Work on the actions outlined above	As above	n/a
The rationale provided by the appraisee for goals not achieved	None given				
The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved	None demonstrated				

Learning needs of appraisee, with respect to carrying out the Improvement Plan (to be developed by appraiser, in consultation with appraisee)	
Need	**Strategies and supports to be provided**
• Change-management strategies	• Board workshop on dd/mm/2010 (*appraisee to schedule*) • Review of literature: [consult professional library; list sources] (*appraisee*)
• Staff-engagement strategies	• Discuss with coach (*to be identified by appraiser*) (*appraisee to contact and schedule*)
• Knowledge about collecting and reviewing data to support goals	• Consult resource materials provided by board; discuss with coach

Supervisory Officer's/Principal's Signature _____ Date _____

Principal's/Vice-Principal's signature indicates the receipt of the Improvement Plan.

Principal's/Vice-Principal's Signature _____ Date _____

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